To: Connie Foster, Chancellor
   116 North Hall
   University of Wisconsin-River Falls

From: David Rainville, Chair
   Faculty Senate
   University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion 2008/2009/47

At the December 10, 2008 meeting of Wisconsin-River Falls Faculty Senate, motion 2008-2009/47 was passed. This motion is forwarded for your action.

A motion from AP&P to approve the Academic Program Self Study Tool. This tool is a guide to aid departments when submitting data and information about each program which will be used in the program prioritization as described in OP 2.1 of the Strategic Plan.

**Academic Program Self-Study Tool**

The Academic Program Self-Study Tool provides data and information for each of six criteria (not in priority order). The criteria are:

I. Consistency with University Mission, Vision and Values and UWRF’s Strategic Plan
II. External and Internal Demand
III. Quality – Program Inputs and Outcomes
IV. Productivity, Costs and Efficiency
V. Benchmarking with Peers
VI. Crucial Information Not Addressed by other Criteria

I. Consistency with University Mission, Vision and Values and UWRF’s Strategic Plan

Describe how the activities of the program are consistent with the University Mission, Vision and Values, and UWRF’s Strategic Plan. (250 word limit)

1. List up to five core strengths that tie the program into the institution's Mission, Vision and Values, as well as the four operational goals of the strategic plan Operating Paradigm.

II. External and Internal Demand and Potential for Growth

Describe the current external and internal demand for the program, its courses, and its activities. (250 word limit)
1. Is there external demand for graduates of the program? Refer to employment projections based on state information from both Wisconsin and Minnesota provided by Institutional Research.
2. Describe and address internal demand for major courses and service courses (to other departments and general education). The following data needed to address internal demand will be provided by Institutional Research (3-year history):
   i. Number of majors/minors/graduate students in the program.
   ii. Internal and external transfers of majors.
   iii. Contribution ratio: Give the number of SCH generated by a program for other programs and the total number of SCH generated by the department (e.g., other majors, other minors, general education, graduate programs, University requirements, secondary education) and the ratio of the two measures.
   iv. Recognition of faculty teaching load — including number of preparations and courses taught

III. Quality — Program Inputs and Outcomes

Describe activities of the program that lead to high program quality and document how that quality is measured.

1. What steps has the program taken to develop innovative and forward-looking curricula? Give examples of course development by program faculty. (250 word limit)

2. Provide evidence of program teaching effectiveness (5 years of history):
   i. Results described in the program’s annual assessment report (Department to provide).
   ii. Teaching and Advising Awards (Department to provide)
   iii. Student evaluations of teaching (Survey Research Center to provide)

3. Provide evidence of an active and engaged faculty. Data will be collected on an FTE basis. Faculty professional and scholarly activity data for the past three years may include:
   i. Number of refereed publications
   ii. Number of non-refereed publications by faculty
   iii. Number of juried creative works and performances
   iv. Number of state, regional or national presentations
   v. Number of grants submitted — internal to UWRF and external
   vi. Number and amounts of grants received — internal to UWRF and external
   vii. Other professional, college, and university, or community service activities
   viii. Number of textbooks, reference books, novels, volumes of collected works authored by faculty or edited volumes by faculty
   ix. Number of externally funded contracts and grants received by faculty
   x. Number of professional conference papers and presentations by faculty
   xi. Number of active faculty memberships in professional associations and/or honor societies Number of faculty engaged in faculty development or curriculum development activity as part of their assigned workload
   xii. Average proportion of students over past three years passing licensing, certification, or accreditation examinations related to academic major
   xiii. Number of undergraduate/graduate students formally engaged in research activity with a faculty mentor
   xiv. Number of undergraduate/graduate students engaged in internships or practica under direct faculty supervision
xv. Number of students who author or co-author with a faculty mentor, a journal article or book chapter

xvi. Number of students presenting or co-presenting with a faculty mentor, a paper at a professional meeting

xvii. Service to student organizations

IV. Productivity, Costs and Efficiency

1. The following data will be provided by Institutional Research:
   i. Total FTE
   ii. Total SCH
   iii. Total Budget
   iv. SCH/FTE
   v. Budget/SCH
   vi. Budget/SCH of major (undergraduate only)
   vii. Budget/SCH of minor (undergraduate only)
   viii. Budget/SCH serving other programs
   ix. S&E/SCH
   x. Actual Credits to Graduation/ Required Credits to Graduate
   xi. Admissions per FTE
   xii. Auxiliary Services and any other related costs essential to the Academic Program (e.g., Group Decisions Lab, Lab Farms, GIS Lab, Greenhouse, etc.):
      i. S&E Budget
      ii. Personnel, including reassigned time

2. Space and facilities information provided by campus planning and Institutional Research
   i. Lists of space by type
   ii. Laboratory utilization
   iii. Classroom demand equivalent

V. Benchmarking with Peers

1. How does your program compare with peers in terms of cost and productivity? (250 word limit) Data will be provided by Institutional Research.

VI. Crucial Information Not Addressed by other Criteria

There may be special considerations that contribute to a program and have not been covered in the points above. This section provides an opportunity for programs to discuss such considerations. (500 word limit)

X
Approved

Disapproved

Connie Foster, Chancellor

1-26-09 Date